History Assessment: Key Stage 1

Teachers will continually assess throughout each topic area and formally assess pupils twice a year, using on-going assessment as well as more formal assessment, which could be in the form of written tasks; oral activities; presentations or any other relevant task. Teachers will use a combination of each pupils' substantive and disciplinary knowledge to inform their judgements.

Learning how to be a historian – disciplinary knowledge:

Throughout years 1 and 2, pupils will be given opportunities to develop their knowledge and understanding as to how to be a successful historian. Children working at an expected standard will be able to demonstrate they are able to typically, do the following by the end of Year 2.

Investigate and interpret the past	*Build an overview of world history*	*Understand chronology*	*Communicate historically*

• Observe or handle evidence to ask questions and find answers to questions about the past.
 	
• Ask questions such as: What was it like for people? What happened? How long ago?
 	
• Identify some of the different ways the past has been represented.
 	
• Use artefacts, pictures, stories, online sources and databases to find out about the past.
	• Describe historical events.
	
	• Describe significant people from the past.
	
	• Recognise that there are reasons why people in the past acted as they did.
		• Place events and artefacts in order on a timeline.
		
		• Label timelines with words or phrases such as: past, present, older and newer.
		
		• Use dates where appropriate.
		
		• Recount changes that have occurred in their own lives.
			• Use words and phrases such as:
			
			  • a long time ago
			  • recently
			  • when my parents/carers were children
			  • years, decades and centuries to describe the passing of time.
			
			• Show an understanding of concepts such as:
			
			  • nation and a nation's history
			  • civilisation
			  • monarchy
			  • parliament
			  • democracy
			  • war and peace.

Learning key factual knowledge and understanding – substantive knowledge:

Pupils will cover 6 key topic areas, all taken from the national curriculum, alongside opportunities for local contextual studies. Our medium-term plans highlight the important aspects of each topic area we will focus on and the specific areas of knowledge we want our children to know. The table below highlights the main aspects of each topic, we expect our pupils to have a good knowledge of by the end of each unit. Please note, our medium-term plans cover a greater range of knowledge and pupils will deepen their knowledge in other aspects of each topic – however, these are the areas we feel are most important for our pupils.

Topic Area	When taught	Assessment focus: Key knowledge	Key historical concepts	Assessment focus: Learning how to be a historian
The Great Fire of London Samuel Pepys	Autumn Term Cycle A	How do we know about the Great Fire of London?	Investigate and interpret the past	Use artefacts, pictures, stories, online sources and databases to find out about the past.
		What do Samuel Pepys' diaries tell us about what happened during the Great Fire of London?	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past.
		Why did the Great Fire of London spread so quickly?	Build an overview of world history	Describe historical events.
The First Flight The Wright Brothers and Bessie Coleman	Spring Term Cycle A	How did people try to fly before the invention of aeroplanes?	Investigate and interpret the past	Ask questions such as: What was it like for people? What happened? How long ago?
		Create a timeline to show us the history of flight?	Understand chronology	Label timelines with words or phrases such as: past, present, older and newer.
		How can we prove that the flight happened?	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past.
Out at Sea Grace Darling	Summer Term Cycle A	How was Grace Darling's life different to ours?	Build an overview of world history	Describe significant people from the past.
		Why is Grace Darling famous/a hero? (What did she do?)	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past.

		How has sea rescue changed since Grace Darling?	Communicate historically	• Use words and phrases such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time.
The Gunpowder Plot Guy Fawkes	Autumn Term Cycle B	What can Guy Fawkes and the Gunpowder Plot tell us about life in the past?	Build an overview of world history	Recognise that there are reasons why people in the past acted as they did.
		How do we know what happened in the Gunpowder Plot?	Investigate and interpret the past	Use artefacts, pictures, stories, online sources and databases to find out about the past.
		Why do we still remember Guy Fawkes and the Gunpowder Plot today?	Communicate historically	Show an understanding of concepts such as: • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace.
The Moon Landings Neil Armstrong	Spring Term Cycle B	Why did the Space Race happen?	Build an overview of world history	Recognise that there are why people in the past acted as they did.
		What are the key events of the Space Race?	Understand chronology	Place events and artefacts in order on a timeline.
		Was it a good idea to go to the moon or not?	*Investigate and interpret the past.*	Use artefacts, pictures, stories, online sources and databases to find out about the past.
The Crimean War Florence Nightingale and	Summer Term Cycle B	Why were upper class women not expected to work?	*Build an overview of world history*	Recognise that there are reasons why people in the past acted as they did.
		Why were nurses need to go to the Crimean war?	*Investigate and interpret the past*	Observe or handle evidence to ask questions and find answers to questions about the past.

Mary Seacole				
		How have hospitals changed since the Victorian era?	*Understand chronology* *Communicate historically*	Use artefacts, pictures, stories, online sources and databases to find out about the past. Use words and phrases such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time.